The preservice teacher knows the discipline…

Deaf/Hard of Hearing Education
(Grades K-12)

The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

1. **Philosophical, Historical, and Legal Foundations of Special Education** (CR III A)	1. Historical, social, and political issues which impact the field of special education and their relationship to developments in the field; (CC1-K2; DH1-K1, K4-5) 2. The roles of community and advocacy groups and their influence on developments in special education; (CC1-K2, K5; DH1-K3) 3. Models, theories, and philosophies that provide the basis for special education practice; (CC1-K1; DH1-K2-3) 4. The existence of a disability does not preclude normal academic development, cognitive development, or communication ability; (DH2-K8) 5. Issues in definition, identification and placement procedures for individuals with disabilities; and (CC1-K3-4; DH1-K4) 6. The legal basis and procedures including statutes, regulations, and case law which impact individuals with disabilities. (CC1-S2; DH1-K1, K5)
2. **Characteristics of Learners** (CR III A, B)	1. Similarities and differences in the development of individuals with one or more disabilities; (CC2-K1, K7) 2. Characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities; (CC2-K3) 3. Various cultural dimensions that impact an individual with a disability including racial/ethnic and/or disability cultures; (CC2-K5; DH2-K3) 4. The effect of hearing loss on cognitive processes; (DH2-K2)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

Characteristics of Learners *(continued)*	5. Receptive abilities (visual, spatial, tactile, and/or auditory) that can be promoted to enhance cognitive, emotional, social, and language development; (DH2-K1)
	6. Components of expressive nonlinguistic and linguistic communication used by individuals who are deaf or hard of hearing; (DH4-K2)
	7. Impact of early comprehensible communication on the development of the individual who is deaf or hard of hearing; (DH2-K7)
	8. Existing communication modes used by individuals who are deaf or hard of hearing, including American Sign Language, manually coded English, and speech; (DH4-K4)
	9. Structure, function, diseases, and disorders of the human auditory system;
	10. Various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in individuals who are deaf or hard of hearing; (DH2-K4)
	11. Effects that age of onset, degree of loss, age of identification, and timing of intervention have on the development of the individual who is deaf or hard of hearing; (DH2-K6)
	12. The effect of one or more disabilities on an individual's learning; and (CC2-K2)
	13. Effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral and emotional needs of individuals with disabilities. (CC2-K6)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

3. **Assessment, Diagnosis, Evaluation, and Programming (Special Education Process*)** (CR III A, C) * *as identified by Missouri Department of Elementary and Secondary Education*	1. Legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process; (CC3-K3; DH3-K3) 2. Impact of cultural versus medical view of hearing loss on the Special Education Process; (DH1-K4) 3. Appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments; (CC3-K5, S5; DH3-K2) 4. Components of an appropriate evaluation for eligibility, program planning decisions, and placement; (DH3-K2) 5. Commonly used principles and terminology of psychometrics; (CC3-K1; DH3-K1) 6. Strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities; (CC3-K7; DH3-K4) 7. Special policies and guidelines regarding referral and placement procedures for individuals who are deaf or hard of hearing; (DH3-K2) 8. Continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs; (CC3-K8; DH3-K3, S3) 9. Methods for monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning); (CC3-K4, K9, S7, S11) 10. Understanding of the sequence and interrelationship of each step of the Special Education Process; and (CC3-K3-4) 11. The terminology and impact of medical, therapeutic, and educational information on assessment and programming. (CC3-K1, S3)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

4. Instructional Content and Practice (CR III B, C)	1. Research-supported instructional practices, strategies, and materials used across the continuum of service delivery models; (CC4-K1, S2, S4; DH4-K1)
	2. Curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities; (CC4-K3)
	3. Effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities; (CC4-K1-2; DH4-S5)
	4. Instructional practices used in teaching organization and study skills;
	5. Awareness of the models, theories, and perspectives (e.g., American Sign Language, bilingual-bicultural, total communication, manually coded English, oral/aural) that provide the basis for educational practice(s) for individuals who are deaf or hard of hearing; (DH4-K4, S3)
	6. Current theories of first language development (e.g., ASL and English) and second language acquisition in individuals who are hearing and those who are deaf or hard of hearing; (DH4-K5, S7)
	7. Strategies to facilitate cognitive and communication development in individuals who are deaf or hard of hearing (e.g., visual saliency and environmental modification for incidental language learning); (DH4-K7)
	8. Performance-based signing proficiency for teaching individuals who use sign (consistent with program philosophy); (DH4-K4, S1-2)
	9. Accessing and acquiring curricular content knowledge as needed; (CC4-K4; DH4-K6)
	10. Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments; (CC4-K4; DH4-K6)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

Instructional Content and Practice *(continued)*	11. Techniques for stimulation and utilization of residual hearing in individuals for whom it is appropriate; (DH4-K8) 12. Appropriate activities for individuals who are deaf or hard of hearing to promote literacy; (DH4-S9) 13. The differences in quality and quantity of incidental language/learning experiences that individuals who are deaf or hard of hearing may experience; and (DH2-K9) 14. Providing supports to students making age and grade level transitions including the transition to adult life. (CC4-K6; DHS-K2)
5. **Planning and Managing the Teaching and Learning Environment** (CR III A-C)	1. Effective classroom management theories, methods, and techniques for individuals with disabilities incorporating research-supported practices; (CC5-K1-2; DH5-K1) 2. Strategies for modifying the classroom environment to meet the physical, cognitive, cultural, and communication needs of the individual who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies); (DH4-S5) 3. Universal precautions to maintain healthy and safe environments; (CC5-S1) 4. Understanding when and how to access specialized resources, including funding sources; (DH5-S1) 5. Resources/information/advocates to help families of students who are deaf or hard of hearing consider and make choices regarding educational options and communication modes/philosophies for their children; (DH5-K2) 6. Strategies for using technology to enhance the teaching and learning environment; (CC5-K3) 7. Strategies for managing time, schedules, and other associated variables for providing instruction; (CC5-S6)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

Planning and Managing the Teaching and Learning Environment *(continued)*	8. Strategies for utilizing mentors and role models in programming for individuals with disabilities; (CC5-S7; DH6-K1)
	9. Strategies for directing the activities of a classroom paraprofessional and others in an assisting role; and (CC5-S7)
	10. Appropriate use of interpreters. (DH6-S1)
6. **Student Behavior and Social Interaction Skills** (CR III A, B)	1. Legal and ethical standards regarding behavioral support systems for individuals with disabilities; (CC6-K1-2)
	2. Pragmatic language skills needed for social, educational, and functional-living environments; (CC6-K3)
	3. Community affiliation and advocacy issues and their influence on self-advocacy; (CC6-K6, S6; DH6-K2)
	4. Strategies for crisis prevention/intervention; (CC6-K5)
	5. Analyzes communicative intent of behavior (i.e. behaviors are messages); and (CC6-K3)
	6. Cultural differences of social behavior in a variety of settings. (CC6-S4)
7. **Communication and Collaborative Partnerships** (CR III A, B)	1. Strategies to promote access to information and facilities for individuals, families, school and community; (CC7-K1; DH7-K1)
	2. Strategies to provide the appropriate communication access for individuals, families, school and community; (CC7-K1)
	3. Strategies to address concerns of families, teachers, students, and community related to individuals with disabilities; (CC7-K2; DH7-K1)
	4. Collaboration skills necessary to participate as an active and knowledgeable member of an educational team; (CC7-K3; DH7-K2)
	5. Skills required to participate as an active and knowledgeable member of a multi-disciplinary team; (CC7-K3; DH7-K2, S3)

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The beginning (preservice) teacher of students who are deaf/hard of hearing will demonstrate a knowledge of and/or competency in the following areas of study:

Communication and Collaborative Partnerships *(continued)*	6. Roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel in planning and delivering an individualized program; (CC7-K4; DH7-K2)
	7. Effects of families and/or primary caregivers on the overall development of the individual who is deaf or hard of hearing; (DH7-K3)
	8. Strategies to address social and emotional issues that impact individuals with disabilities and their families; (CC7-K5, S5; DH7-K4)
	9. General classroom settings, curriculum, and instructional strategies; (CC7-S6-7; DH7-K2)
	10. Techniques that can be used to provide and support services in general education settings; and (CC7-K4; DH7-K2)
	11. Strategies for developing effective behavioral support systems within and across school and community settings.
8. Professional and Ethical Practices and Resources (CR III A, B)	1. Consumer organizations accessed by individuals with disabilities; (DH8-K2)
	2. Ethical practices as defined by appropriate professional learned societies; (CC8-K2, S3, S4, S6, S9; DH8-K2)
	3. The process for acquiring information and communication skills not currently in an individual's repertoire which are necessary to appropriately meet individual student needs; and (DH8-K1, S1)
	4. Educational reform initiatives at the state and national level.

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